SOUTH DAKOTA

PRINCIPAL
EFFECTIVENESS
PILOT

Dianna Tyler, ESA

East Dakota Educational Cooperative
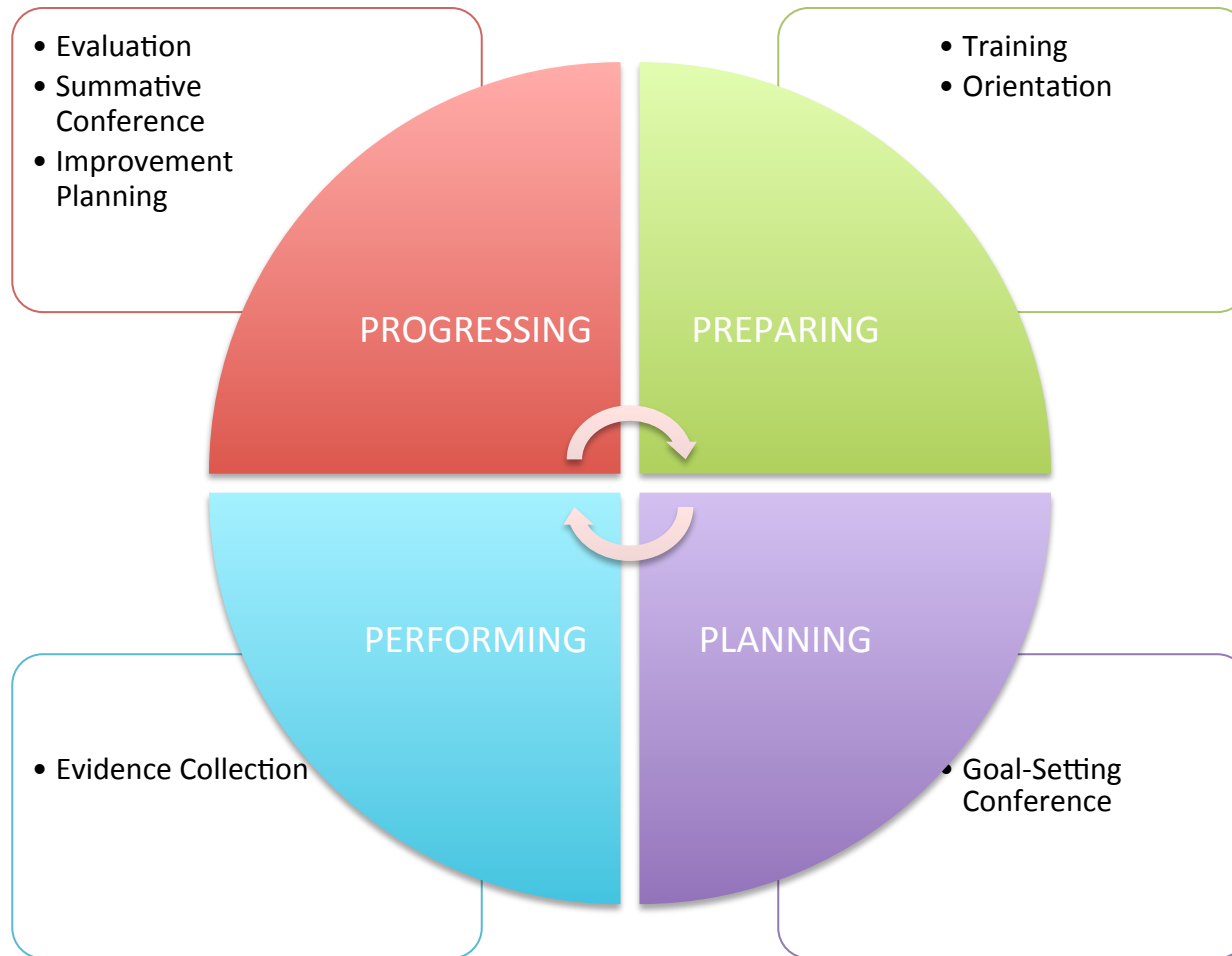
dianna.tyler@edec.org

605.367.4680

An Introduction to the 2013-14 Principal Effectiveness Pilot Project Evaluation and Professional Growth
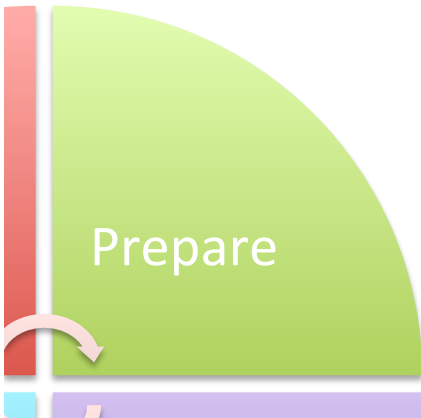
Recommended Evaluation Process

An Introduction to the 2013-14 Principal Effectiveness Pilot Project

Recommended Evaluation Process

- Evaluation
- Summative Conference
- Improvement Planning

- Training
- Orientation

PROGRESSING

PREPARING

PERFORMING

PLANNING

- Evidence Collection

- Goal-Setting Conference

The Preparing Phase

- ## Prepare
  - Training
    - Standards
    - Evaluation
  - Orientation to system

Prepare

The Preparing Phase

- Training
  - Principals and evaluators are trained on the SD Principal Standards and how principal standards are used as the basis for professional practice evaluation.
  - Evaluators are trained on how to conduct observations that support the professional practice portions of the evaluation.
  - Teachers and Principals are trained on how to develop Student Learning Targets and how student growth factors into the evaluation.

Preparing Phase

- Orientation
  - All staff impacted by the evaluation system collectively review the evaluation system to ensure all staff have the knowledge to actively participate in the evaluation process.

The Planning Phase

- # Planning
  - Self Assessment
  - Goal Setting Conference

The Planning Phase

- Self Assessment
  - Each principal assesses his/her professional practice and analyzes the learning, growth, and achievement results of his/her school.
  - Principal prepares both professional practice and Student Growth Goals for the year.

The Planning Phase

- Goal-Setting Conference
  - Principals meet with evaluators to review self-assessment and jointly analyze student growth and professional practice goals.
  - Principals and evaluators agree on goals for both professional practice and student growth.
  - Principals and evaluators discuss the evidence necessary to support the professional practice and student growth goals.
  - Goals are approved.

The Performing Phase

Performing

- Longest of the phases
- Evidence collection

The Performing Phase

- Evidence Collection
  - Formal and informal observations occur to collect evidence of professional practice.
  - Evidence from multiple sources compiled to support non-observable elements of professional practice.
  - Quantitative data demonstrating progress on Student Growth is collected.
  - Evidence is documented and principals are provided structured feedback on performance throughout the evidence collection period.

The Progressing Phase

- Evaluation

- Summative Conference

- Improvement Planning
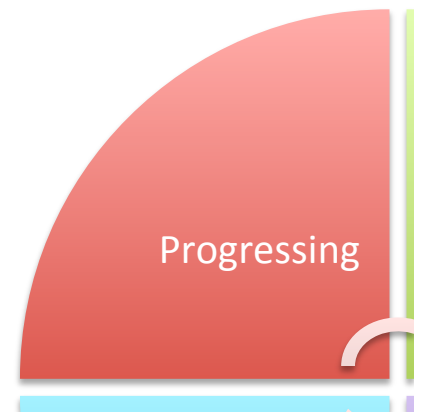
Progressing

The Progressing Phase

- Evaluation
  - Using all documented evidence collected, evaluator completes a summative evaluation including both professional practice and student growth.
  - Evaluator considers previously established professional practice and Student Growth in assigning ratings to each performance measure.
  - Evaluator calculates preliminary summative performance rating.

The Progressing Phase

- Summative Conference
  - Evaluator and principal being evaluated meet to discuss the principal's summative performance rating.
  - Comprehensive feedback provided on full range of evidence collected to support the evaluation.
  - Summative rating finalized.

The Progressing Phase

- Improvement Plan
  - Principal reflects on feedback from the summative conference to determine the focus of professional practice growth plan.
  - If a plan of assistance is necessary, the evaluator works with the principal to prioritize areas of improvement and identifies professional development.
  - Professional growth plan is approved and put into action.

Surveys

- Stakeholder surveys may be administered in the off years of the evaluation cycle or be a part of the artifacts collected by the principal.

Guiding Questions

- How is the principal currently evaluated in your district?   Is this effective?

- Does your current evaluation impact student growth?

- Does your current evaluation practice include observations both formal and informal?

Aspiration: Improve Instruction and Student Learning

SOUTH DAKOTA
PRINCIPAL
EFFECTIVENESS
PILOT

Dianna Tyler, ESA

East Dakota Educational Cooperative

dianna.tyler@edec.org

605.367.4680

Questions??